Grades 9 – 12 Special Education Teachers teaching Core Content to Special Education Students.

BACKGROUND

This document provides additional explanations and instructions for determining highly qualified teacher status for secondary special education teachers in Utah based on the teacher requirements of NCLB and IDEA. This is not an exhaustive explanation of all requirements and changes but hopefully provides enough information to assist schools and districts. The following instructions provide information for each section of the Utah Extended Framework Worksheet.

Section I INSTRUCTIONS				
Provide full name and CACTUS Identification number	ber.			
Name CACTUS ID				
District / Charter				
Section II INSTRUCTIONS				
1: Do you have at least a bachelor's degree?		Yes	No	
2: Do you hold a Utah Special Education License?		Yes	No	
Level 1 Level 2	Level	3		
INSTRUCTIONS: Indicate level and special educa		_	ts	
Special Ed Endorsements (identify all that apply)	lion ona	5100111011		
Mild Moderate				
Severe Disabilities				
Deaf & Hard of Hearing				
Blind & Visually Impaired				
INSTRUCTIONS:				
IF YOU ANSWERED NO TO EITHER QUESTION	1 or QL	JESTION	2, PROCEED NO	
FURTHER. YOU CANNOT MEET THE HQT REQUIREMENT IN THIS TEACHING				
ASSIGNMENT.				

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SECTION III

III.a Explanation

NCLB Core Content Subject Assignment(s) Special Education

The NCLB act requires states to report Highly Qualified Teacher (HQT) for all core subject classes, whether general education or special education. As a result, special education teachers who are the "teacher of record" in a core class must meet the full HQT definition, which includes demonstrating content knowledge for each core subject taught. Because special education teachers can assume a variety of roles in the classroom, the US Department of Education clarified that a teacher of record provides "direct instruction in a core academic subject." Therefore, special education teachers who provide direct instruction in a core subject area need to meet the full HQT requirements by demonstrating subject matter competency.

Teachers who provide services by adapting curriculum, providing behavioral supports or interventions, or selecting appropriate accommodations do not need to demonstrate subject matter competency. Also special educators who "assist students with study skills or organizational skills and reinforce instruction, are not required to demonstrate subject matter competency.

Special Education teachers teaching core content areas of English, Language Arts, Reading, Math, Science, Foreign Language, Civics and Government, Economics, Arts, History, or Geography must also meet the same standards for content knowledge as general education teachers.

Sample Utah Core Subject Courses That Require HQT Status.

	-1	
Core Subject	Course Name	Grades
06 Language Arts	Language Arts 10 - Special Ed	10
07 Mathematics	Elementary Algebra (9-12) –	9-12
	Special Ed	
08 Science	Biology – Special Ed	9-12
09 Social Studies	World Civilizations II – Special Ed	9-12

See the complete USOE course code list for additional NCLB Core Content areas in English, Language Arts, Reading, Math, Science, Foreign Language, Civics and Government, Economics, Arts, History, or Geography. If a special education teacher has an assignment in any Core Subject area (course codes with "23" in the 7th & 8th digit), in addition to holding proper licensure for special education, must meet the NCLB/IDEA highly qualified teacher requirements in each core academic subject taught. Also note that a special education teacher is considered highly qualified for their special education assignment (Utah course codes beginning with "23") if they have obtained full State licensure as a special education teacher". IDEA 2004 [34CFR 300.18]

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III. b Highly Qualified by:

Explanation: a special education teacher must meet the requirements for a NCLB content area through one of the three ways listed here: c. Academic Major, d. Exam, e. multiple subject framework.

III. c Academic Major

Special education teachers can demonstrate core subject matter competence through college coursework in the subject area. A content major, masters degree, or 30 semester hours are required.

III. d ETS Subject Exam

The USOE has a list of the ETS tests for each subject area. Examples are listed here for Language Arts & Math.

Language Arts special education 0049 Middle Level Language Arts Math special education 0069 Middle School Mathematics

III. e Multiple Subject Framework (March 2009)

Use section IV and then indicate additional content areas.

<u>III. f Summary</u> of HQ areas by Indicate with a $\sqrt{}$ for each area of HQ : c. Academic Major, d. Exam, e. multiple subject framework.

Example

This teacher is HQ in Math by passing the ETS PRAXIS II math test (0069). See section IV for an explanation of how the teacher could demonstrate competency through the multiple subject framework.

III.f HQ Content Area Sumary (check all that apply)	III.c Academic Major Masters Degree Major/equivalent (30 semester hours)	III.d ETS Subject Exam	III.e Multiple Subject Framework. (Section IV)
Indicate with a √ for each content area that meets requirements in columns c, d, or e.			
Language Arts special education			
$\sqrt{}$ Math special education		√	
Science special education			
Social Studies special education			

Continue on to Section IV for Multiple Subject Areas.

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Utah Multiple Subject Framework Worksheet Special Education 9-12 Section IV

Name	Cactus ID #	
District / Charter		

IVa Instructions

Special education teachers can use the multiple subject framework to reflect work experience, coursework, and professional development and activities for each area of NCLB core content area. Teachers who are fully licensed in special education and who earn 100 points on the Utah Highly Qualified Expanded Framework meet the federal HQT definition. This process may be used by all special education teachers who provide core content subject instruction to special education students. A new special education teacher must be Highly Qualified in at least Language Arts, Math, or Science without the use of this multiple subject framework. In practical terms this means a new special education teacher assigned to teach special education students in core content subjects will need to use the testing route, or have an Academic Major to demonstrate competency in Language Arts, Math, or Science (but NOT Social Studies). They can then use the Extended Framework for one or more of the core content areas.

Category Criteria Credit	IVc: Instructions: Description. Indicate points for one or more of the four content areas.
Years of Experience in the Teaching Assignment	IVd: Instructions Please indicate the number of years of experience that you will have teaching and or co-teaching a core academic subject as a fully certificated/licensed teacher. 4 points per year up to 9 years. Limit 36 points
College Coursework in this Content Area	IVe: Instructions Use college transcripts to report completed courses in the <u>core academic subject</u> of the teaching assignment. List all content courses that are directly related to the teaching assignment. 3 points per semester hour.
College Coursework in Pedagogy Related to the Content Area	IVf: Instructions Using your college transcripts, list all pedagogical courses that relate to this <u>core academic subject</u> . Education classes in methods in the content teaching assignment, special education courses that deal with differentiating specific content area instruction, special education courses that deal with providing instruction to special populations; all other education courses not directly related to the content of the teaching assignment do not count. 3 points per semester hour up to 15 hours. Limit 45 points.

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Professional Development in the Content Area

IVg: Instructions List all professional development activities related directly to the <u>core academic subject</u> of your teaching assignment that you have taken since 2000. 1 point per clock hour **up to 30 points**. Examples

- Participated in a USOE, UPDC, or district professional development.
- Participated in a professional learning community focused on the identified core content area (such as a book study on latest research in identified subject with facilitated discussion)
- Received coaching or mentoring in the identified subject

Professional Activities in the Teaching Assignment

IVh: Instructions Report any professional activities in which you have participated that document your knowledge and skill in this <u>core academic subject</u>. The activities should provide clear evidence of your expertise in this core academic subject and demonstrate leadership of advancing professional practice. 5 points per professional activity, up to 5 activities **(25 points maximum)**.

Professional Services in Identified Subject

- Served on a committee that developed, selected, or evaluated content standards
- Served on a committee that aligned local content standards with state content standards
- Served on a committee that developed, selected, or evaluated content curriculum
- Served on a committee that created vertical and/or horizontal local content curriculum
- Served on a committee that developed, aligned, validated or evaluated content assessments
- Served as content department chair or team leader
- Served as a content instructor at an institute of higher education
- Presented at regional, state, or national organization
- Provided presentations, in-services or workshops at the district level
- Provided presentations, in-services or workshops at the state or national level in specific content area

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Recognition in Content	IVi: Instructions Report any state or national teacher award		
Area	received.		
	Awards State or National Teacher of the Year; Milken Foundation; Presidential Awards for Excellence; Outstanding Educator Awards from content professional organizations; other regional awards that are based on knowledge and skill in the core academic subject of your teaching assignment. District awards do not count 2 point per recognition, up to 3 recognitions (6 points maximum)		
	Publications Research articles related to teaching the core academic subject accepted for publication in a peer reviewed journal.		
	2 point per article, up to 3 articles (6 points maximum)		
Demonstration of Content Knowledge	IVj: Instructions . 25 points for successful completion of a passing subscore criteria of 17.		
through testing #0511			
(prior to 2009 only)			
Your total points need to be 100 in a core content area to meet the federal definition of a Highly Qualified Teacher. Total Points			

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